



Product # 102-605e

Date Approved: 11/9/02

Interpreter: Carol Tepper

Park: Grand Canyon National Park

---

### **What is an anchor product?**

- An example of one type of successful product
- A product that has met the certification standards
- A product that may be used as an example to aid you in learning, coaching, or instructing others in pursuit of professional interpretive development in this competency area

### **What an anchor product is not:**

- Perfect
- The only way a product should be delivered
- Reviewed for subject matter accuracy or appropriateness, or for delivery mechanics or style

---

**The certifiers have identified that this product successfully demonstrates an understanding of the orientation-information-interpretation continuum in informal visitor contacts by describing:**

- **When, why and how to provide basic and/or in-depth information**

*--Through a variety of contact situations, these log entries identify and respectfully acknowledge visitor needs, and effectively describe the range of options to provide basic and/or in-depth information and interpretation to meet those needs. Log #3 is correctly identified as an orientation contact, without appropriate potential to progress to the interpretive level. Entry #4 provides a brief introduction to the meaning of the fossils on the trail, but shows careful consideration of the visitor's interest level by not pursuing further discussion. Log entry #8 clearly and effectively progresses to an interpretive discussion of resource meanings. There was exceptional insight in using visitor cues, evaluating options effectively and in the written descriptions of those cues and assessments. This was well-illustrated in log #1 and #7, where the answers to visitor questions were crafted to acknowledge and satisfy both spoken and unspoken audience needs. These responses recognized that there is often more to an interaction than simply answering the initial question that is asked.*

- **When, why and how to provide opportunities for the audience to form their own intellectual and/or emotional connections with the meanings/significance inherent in the resource**

*--Log entries 1, 2 and 8 effectively describe when, why and how opportunities were provided for visitors to form their own intellectual and/or emotional connections to resource meanings. The answers to the last question on the log form provide an analysis of what methods were used to develop which resource meanings, and whether the interpreter felt that the opportunities she attempted to provide were primarily intellectual or emotional. These logs do not make unsubstantiated assumptions about whether visitors actually made connections, but rather focus on an analysis of interpretive options based on knowledge of the meanings associated with park resources. The analysis of how to proceed with each contact is also clearly based on observations of verbal and non-verbal responses and information gathered about the visitors as the encounters progressed.*

*Log entry #8 is a particularly effective example of informal interpretation. The answer to the last question provides an excellent analysis of methods, meanings and progression, ending with valid evidence that an emotional connection may have been made. The interpreter effectively uses a questioning technique to connect the meanings of the resource (universal concepts of home and survival) to the lives/experience of the visitors. The visitor's simple, initial question, "Does anyone live in the Grand Canyon?" is effectively and appropriately used to progress to an interactive discussion of resource meanings.*

# Informal Visitor Contacts Anchor

National Park Service  
U.S. Department of the Interior  
Interpretive Development Program



**Name:** Carol Tepper  
**Log Entry #1**  
**Park/Site:** Grand Canyon National Park

**Location/Setting:** Mather Point - crowded overlook, afternoon in October

**Audience:** Adult male

**How was the interaction initiated?** *(For example: visitor question; you initiated the contact; spontaneous circumstances; other)* Visitor Question: "Is that a fire over there?"

**Time Constraints, if any:** One hour scheduled rove

**Special Circumstances, if present:** Smoke from a management-ignited prescribed fire was visible in the distance on the North Rim.

**What were the *initial* audience needs?** *(orientation, information, interpretation, other)*  
They needed information, but also, I think, the visitor's question seemed to indicate that he needed to feel helpful and report a possible fire, and needed to know if it was OK that it was burning.

**What evidence from them suggested this?** *(visual cues, questions, comments, etc.)*  
The visitor was staring toward the North Rim with a concerned look on his face and seemed to be looking to see if other visitors had noticed the fire. He rushed over to me, appearing eager to be the first to notify me of the flames. He asked me a question to satisfy his curiosity and perhaps to show how observant he was.

**What response options were available to you?**

1. Say, "Yeah, it's a fire – Gosh, I wish everyone would quit asking me that!"
2. Say, "Yes, it is," and spend 15 minutes going into great technical detail about the fire, how it's being managed, and preach all the many benefits of fire.
3. Thank him for reporting it and briefly explain what's going on ("Yes! In the past century, we've been suppressing fires, which has caused a buildup of fuel, creating the potential for catastrophe. We have ignited that fire to reduce the fuels while conditions are manageable, so that we can restore the natural fire regime and allow this ecosystem to be wild and dynamic.") Then allow him to respond and continue the discussion if he appears interested.

**Did resource protection concerns affect your decision?** No.

**What park references or documents supported the option you chose?** *(For example: policies, procedures, research material)* Park fire management plan, park interpretive plan, historic research on pre-settlement forest conditions, scientific fire ecology research, other staff members

**How did you provide for the initial visitor needs?** I answered him, providing information and showing appreciation for his reporting the fire. I chose response #3 because it met his needs while explaining park policy in layman's terms, hopefully assuring him of our ability to manage the park. It also exposed him to some aspects of the park he might not have otherwise considered. (Option #1 allowed for no discussion and was inconsiderate. #2 provided more detail than he may have wanted and was not interactive enough, and thus probably ineffective).

**How did the visitor(s) respond?** *(visual cues, questions, comments, etc.)*

His eye contact, nods, and open facial expression indicated he was interested and thoughtful. He said he was aware of the use of prescribed burning, and said he was supportive of it.

**If you chose to continue the contact at this point, why and how did you proceed?** *(Describe the remainder of the contact; use visual cues, questions, comments, etc., from visitors that prompted your decision path to continue or conclude the contact. Did you attempt to move the encounter toward interpretation or decide not to? How did audience cues inform your decision?)*

Because he had affirmed my initial response by commenting on it, I decided to continue and try to make it relevant to him: "We are also concerned about your ability to see the canyon. Sometimes, depending on wind direction, wood smoke can fill the canyon and cast a blue haze over everything, making it difficult to see the colors and shapes of the Canyon. We try to plan burns so that the smoke impairs visibility as little as possible." I also incorporated an interpretive message: "But smoke has always affected the view. There have been fires at Grand Canyon as long as there has been lightning and fuel to burn. Fire is a natural part of this ecosystem. It helps to recycle and renew the forest by returning nutrients to the soil for use by new growth." I paused and allowed time for his question or comment, but all he said was "Yeah, I guess that's true." So I thanked him again for being concerned about the park, wished him a good visit and departed.

**If you decided it was appropriate to move the encounter toward interpretation, then...**

**Analyze and describe if, how, and why you think your responses provided opportunities for the audience to form their own intellectual and/or emotional connections with the meanings/significance of the resource.** *(Which intangible meanings/universal concepts did you attempt to introduce? How did you attempt to develop those meanings by selected interpretive techniques? How did you attempt to relate the meanings of the resource to the interests of the visitors? Do you feel that you provided opportunities for intellectual connections that tend to provoke discovery, insight, revelation, comparison, etc -- and/or opportunities for emotional connections that tend to evoke empathy, concern, awe, wonder, etc? How did the visitors respond?)*

I developed the link between the tangible fire and visitor experience by sharing an example and description of how the one can affect the other. This functioned to provoke understanding of cause and effect, an opportunity for intellectual connection to one meaning of fire. I also developed a link between fire and change by explaining how fire affects the forest. This functioned to provoke insight and revelation and served as an opportunity for intellectual connection to another meaning inherent in fire.

**Name:** Carol Tepper

**Log Entry #2**

**Park/Site:** Grand Canyon National Park

**Location/Setting:** On the rim patio behind Bright Angel Lodge - crowded area, nice sunny morning

**Audience:** Mother and young daughter feeding a rock squirrel

**How was the interaction initiated?** *(For example: visitor question; you initiated the contact; spontaneous circumstances; other)* I initiated the contact.

**Time Constraints, if any:** I was on my way to give a program

**Special Circumstances, if present:** None

**What were the *initial* audience needs?** *(orientation, information, interpretation, other)*  
Other (enjoyment/fun/to be needed): The mother wanted her daughter to have a good experience interacting with the wildlife. The daughter wanted to feed and play with the squirrel. They both wanted to help the squirrel.

**What evidence from them suggested this?** *(visual cues, questions, comments, etc.)*  
The mother was providing the daughter with morsels to feed the squirrel, verbally encouraging her, and taking pictures to document this cute interaction. The daughter's facial expression indicated pride in being able to provide for this creature, and her laughter indicated that the squirrel's antics amused her.

**What response options were available to you?**

1. Ignore them and walk on by. It's a lost cause.
2. Keep walking but say, "Hey, don't feed the squirrels! It's illegal! Can't you read the sign right there?"
3. Stop to have a friendly chat with them. Start positive: First focus on the squirrel. Admire how cute it is. Briefly discuss its life history, including its feeding habits. Then pretend to speak to the squirrel, saying, "You're not supposed to beg for food! Now go and find something healthier on your own!"

**Did resource protection concerns affect your decision?** Yes. I wanted to protect squirrels and, by potential extension, all the park's wildlife from the dangers of human interactions.

**What park references or documents supported the option you chose?** *(For example: policies, procedures, research material)* NPS mission, 36CFR, ecology books, personal experience

**How did you provide for the initial visitor needs?**

I chose response #3, which maintained the mood of enjoyment the two needed and provided them with an understanding of how best they could really help the wildlife. (#1 was irresponsible. #2 might be construed as aggressive, upsetting, or humiliating, and ultimately would probably prove ineffective because it didn't explain the rationale behind the regulation. #3 was sensitive and respectful and would hopefully lead to a lasting behavior change and possibly a sense of stewardship. By talking to the squirrel, I didn't have to confront and criticize the visitors directly and raise their defenses.)

**How did the visitor(s) respond?** *(visual cues, questions, comments, etc.)*

The mom smiled and seemed grateful for my understanding. The girl laughed at how I talked to the animal, and pulled her hand back from the squirrel, but did not seem to be unduly intimidated by my presence.

**If you chose to continue the contact at this point, why and how did you proceed?** *(Describe the remainder of the contact; use visual cues, questions, comments, etc., from visitors that prompted your decision path to continue or conclude the contact. Did you attempt to move the encounter toward interpretation or decide not to? How did audience cues inform your decision?)*

They remained at their spot and watched the squirrel, and their relaxed body language indicated that they were open to further discussion. In order to provide them with a deeper understanding and an ethical rationale for future behaviors, I asked them if they knew WHY feeding wild animals was not good for them or ourselves. They said no. I explained that wild animals were well adapted to survive in natural habitats like Grand Canyon, and gave examples of how a squirrel has the tools and skills to forage on many healthy native foods, even giving anecdotes about squirrels I've observed eating wild foods. I explained how feeding them puts them at risk. I further warned that wild animals were unpredictable because they were not under our control, and could bite or kick or scratch. I encouraged them to continue enjoying the squirrel in its wildness, and even showed them how to discourage squirrels from approaching them. I suggested that the next time they see someone feeding one, they could politely share with them what they now know.

**Analyze and describe if, how, and why you think your responses provided opportunities for the audience to form their own intellectual and/or emotional connections with the meanings/significance of the resource.** *(Which intangible meanings/universal concepts did you attempt to introduce? How did you attempt to develop those meanings by selected interpretive techniques? How did you attempt to relate the meanings of the resource to the interests of the visitors? Do you feel that you provided opportunities for intellectual connections that tend to provoke discovery, insight, revelation, comparison, etc -- and/or opportunities for emotional connections that tend to evoke empathy, concern, awe, wonder, etc? How did the visitors respond?)*

One result of the contact was purely informational: the mother and daughter learned a new way to safely interact with wildlife. However, I think the contact also provided an interpretive opportunity. I developed the link between the squirrel and the idea of wildness by presenting examples of wild behavior and demonstrating how the Grand Canyon's wilderness habitat provides for the squirrel's survival. This may have provoked insight, thereby providing an opportunity for intellectual connection to the resource meaning. The two may have gained a new appreciation for the exciting wildness of the park. They may be inspired to learn more about wildlife and how they survive on their own.

**Name:** Carol Tepper

**Log Entry #3**

**Park/Site:** Grand Canyon National Park

**Location/Setting:** Visitor Center desk - slow period, midday

**Audience:** Young couple

**How was the interaction initiated?** *(For example: visitor question; you initiated the contact; spontaneous circumstances; other)* Visitor question: "Where's the best place to see sunset?"

**Time Constraints, if any:** Potential for other visitors to get in line

**Special Circumstances, if present:** None.

**What were the initial audience needs?** *(orientation, information, interpretation, other)*

Orientation: Visitors wanted to know where the best place to see the sunset was.

**What evidence from them suggested this?** *(visual cues, questions, comments, etc.)*

They approached the desk and asked me, "Where is the best place to see the sunset tonight?"

**What response options were available to you?**

1. Name the overlook that I like best, or that is the most popular. In essence, tell them one place to go.
2. Briefly preface the discussion with the intangible concept that beauty is in the eye of the beholder, and different people like different overlooks. Then give them some criteria by which to choose a sunset viewpoint, point to some options on the map, suggest some watching tips that allow for the greatest chance for inspiration, and let them make their choice.

**Did resource protection concerns affect your decision?** No.

**What park references or documents supported the option you chose?** *(For example: policies, procedures, research material)* NPS performance standards, park interpretive policy

**How did you provide for the initial visitor needs?**

I chose response #2, because it subtly reminded the visitors of the potential relevance of the Grand Canyon to them as a place that might provide beauty and inspiration. Also, it was objective enough to allow visitors to take ultimate responsibility for their personal preferences. Finally, if I had chosen #1, there would have been a huge crowd at my favorite spot. They were now able to choose a viewpoint that was right for them based on an understanding of the variables, rather than just choosing the closest one. They might have had a better experience as a result.

**How did the visitor(s) respond?** *(visual cues, questions, comments, etc.)*

They excitedly discussed it between themselves and settled on a point that would be less crowded but would have a good vantage because of its positioning. They said, "Oh, this will be cool!" Their discussion seemed to indicate that they understood and appreciated not only the advice, but also the newfound knowledge they'd gained about the park, and sunset watching in general.

**If you chose to continue the contact at this point, why and how did you proceed?** *(Describe the remainder of the contact; use visual cues, questions, comments, etc., from visitors that prompted your decision path to continue or conclude the contact. Did you attempt to move the encounter toward interpretation or decide not to? How did audience cues inform your decision?)*

They thanked me for my answer and backed away slightly from the desk, so I took that as a cue that their needs had been met and I said "Have a good evening."

**Analyze and describe if, how, and why you think your responses provided opportunities for the audience to form their own intellectual and/or emotional connections with the meanings/significance of the resource.** *(Which intangible meanings/universal concepts did you attempt to introduce? How did you attempt to develop those meanings by selected interpretive techniques? How did you attempt to relate the meanings of the resource to the interests of the visitors? Do you feel that you provided opportunities for intellectual connections that tend to provoke discovery, insight, revelation, comparison, etc -- and/or opportunities for emotional connections that tend to evoke empathy, concern, awe, wonder, etc? How did the visitors respond?)*

This was primarily an orientation contact. I did not use any method to develop the link between the tangible canyon sunset and the intangible meanings of beauty or inspiration. Hopefully, their choice of sunset spot will provide them with an opportunity for an emotional connection to a meaning inherent in the Grand Canyon.

**Name:** Carol Tepper

**Log Entry #4**

**Park/Site:** Grand Canyon National Park

**Location/Setting:** South Kaibab Trail - nice sunny morning on a fairly busy inner-canyon trail

**Audience:** Young man hiking alone

**How was the interaction initiated?** *(For example: visitor question; you initiated the contact; spontaneous circumstances; other)* I initiated the contact by asking him if he wanted to see some fossils.

**Time Constraints, if any:** None

**Special Circumstances, if present:** We happened to be passing each other at a spot where some fossils are located.

**What were the *initial* audience needs?** *(orientation, information, interpretation, other)*

Other: The man was probably seeking an interesting experience in the Canyon.

**What evidence from them suggested this?** *(visual cues, questions, comments, etc.)*

I determined through visual cues that he was hiking in the Canyon. Most people hike in the canyon to get to know it better through experience. If he had been just hiking for exercise, he might not have been rambling moderately and looking around him as he was, but hurrying with his head down, watching the trail.

**What response options were available to you?**

1. Walk past him while looking around to avoid making eye contact, or just say a friendly, "Hi, how are you?"
2. Stop and say, "Hi, would you like to see some ancient fossilized reptile tracks?" then show them to him with a snippet of information. Depending on his expressed interest, let him go or offer more interpretation.
3. Show him the fossils and "inflict" as much information as possible before finding out if he's even interested, or in a hurry, or whatever.

**Did resource protection concerns affect your decision?** Because the tracks are on a rock too heavy to remove from the canyon, the only threat would be vandalism, which is highly unlikely. However, it would be wise to remind the visitor that we must preserve park resources for future generations.

**What park references or documents supported the option you chose?** *(For example: policies, procedures, research material)* Research material (books, experts, etc.) taught me about the fossils.

**How did you provide for the initial visitor needs?**

Response #1 may not have provided the best customer service, and seemed fairly shallow unless he chose to initiate a more involved contact. I chose #2, to offer him the chance to experience something he would not have noticed otherwise, to attempt to increase his enjoyment of his hiking experience in the park. #3 would have been possibly inconsiderate of his needs. Hikers often don't like to stop for long.



**How did the visitor(s) respond?** *(visual cues, questions, comments, etc.)*

He said, "Wow! That's cool!"

**If you chose to continue the contact at this point, why and how did you proceed?** *(Describe the remainder of the contact; use visual cues, questions, comments, etc., from visitors that prompted your decision path to continue or conclude the contact. Did you attempt to move the encounter toward interpretation or decide not to? How did audience cues inform your decision?)*

Because of his enthusiastic response, I chose to continue a bit further. I told him how old the fossils were, how they are evidence of a desert environment, and how we have other fossils that represent other ancient environments that came and went over hundreds of millions of years. I told him that our view at Grand Canyon reveals more time and events in the Earth's history than any other single place on the planet, but that if fossils are damaged, we lose clues to the past. He repeated, "That's cool! Thanks!" I took that short response to mean he had no further questions and was ready to move on, so I suggested he keep his eyes open for other fossils evidencing other past environments, wished him a good hike and we separated.

**Analyze and describe if, how, and why you think your responses provided opportunities for the audience to form their own intellectual and/or emotional connections with the meanings/significance of the resource.** *(Which intangible meanings/universal concepts did you attempt to introduce? How did you attempt to develop those meanings by selected interpretive techniques? How did you attempt to relate the meanings of the resource to the interests of the visitors? Do you feel that you provided opportunities for intellectual connections that tend to provoke discovery, insight, revelation, comparison, etc -- and/or opportunities for emotional connections that tend to evoke empathy, concern, awe, wonder, etc? How did the visitors respond?)*

I showed him something that he found interesting (as evidenced by his "Wow!"), and that may have made his hike more memorable. Through my brief explanation, I attempted to provoke insight by giving him a sense of the Grand Canyon as a place where a lot of time and events are represented in the rocks. By provoking this insight, I was offering him an opportunity to form his own intellectual connection to the Grand Canyon as a "window on past worlds." Perhaps he would ponder this meaning and look for other evidence as he continued his hike.

**Name:** Carol Tepper

**Log Entry #:**5

**Park/Site:** Grand Canyon National Park

**Location/Setting:** Visitor Center - busy information desk

**Audience:** Irrate older man

**How was the interaction initiated?** *(For example: visitor question; you initiated the contact; spontaneous circumstances; other)* Visitor came up to the information desk and started raving at me about how badly-managed the park was because there wasn't enough parking.

**Time Constraints, if any:** Other visitors waiting to ask questions

**Special Circumstances, if present:** Busy summer day with congested village area.

**What were the initial audience needs?** *(orientation, information, interpretation, other)*

To make his frustration known and get satisfaction: The man wanted to have a carefree vacation. He needed to vent his frustrations by lodging a complaint. He wanted to know why there was such a shortage of parking.

**What evidence from them suggested this?** *(visual cues, questions, comments, etc.)*

Most people come to national parks to relax and enjoy and see the park. The man said angrily (loud voice, red face, clenched fists) that he had just spent one hour looking for a parking spot. He demanded to know why we didn't build more parking lots.

**What response options were available to you?**

1. Get the supervisor.
2. Yell back, "Hey, don't blame me! I just work here!"
3. Listen. Determine if his complaint is valid. If so, acknowledge that and restate the problem. Empathize with his frustration. Explain why parking is so tight these days by giving some background on it and on Park Service philosophy, and let him know our plans for alleviating the situation. Offer to take a written complaint if he's still not satisfied.

**Did resource protection concerns affect your decision?** No. Only public safety concerns.

**What park references or documents supported the option you chose?** *(For example: policies, procedures, research material)* Park General Management Plan, Standard Operating Procedures for handling complaints.

**How did you provide for the initial visitor needs?**

I chose response #3, because it fulfilled his need for expressing his opinion and it answered his question of why we didn't have more parking. It also alleviated his wanting to speak with a manager.

**How did the visitor(s) respond?** *(visual cues, questions, comments, etc.)*

He unclenched his fists, took a deep breath and said in a lower tone, "Well, it's a real pain for those of us who are here now." I agreed, but reasserted our reasoning. He gradually calmed down, his face returned to its normal color, and he apologized for ranting at me.

**If you chose to continue the contact at this point, why and how did you proceed?** *(Describe the remainder of the contact; use visual cues, questions, comments, etc., from visitors that prompted your decision path to continue or conclude the contact. Did you attempt to move the encounter toward interpretation or decide not to? How did audience cues inform your decision?)*

I offered to have him fill out a comment form, but he said it wouldn't be necessary. I assured him that parking spaces are being vacated all the time, so if he looked a bit more I'm sure he'd find one. He said OK and I said I hoped he enjoyed his visit. He said thanks and walked away.

**If you decided it was appropriate to move the encounter toward interpretation, then...**

**Analyze and describe if, how, and why you think your responses provided opportunities for the audience to form their own intellectual and/or emotional connections with the meanings/significance of the resource.** *(Which intangible meanings/universal concepts did you attempt to introduce? How did you attempt to develop those meanings by selected interpretive techniques? How did you attempt to relate the meanings of the resource to the interests of the visitors? Do you feel that you provided opportunities for intellectual connections that tend to provoke discovery, insight, revelation, comparison, etc -- and/or opportunities for emotional connections that tend to evoke empathy, concern, awe, wonder, etc? How did the visitors respond?)*

I'd say this was just a "repair the damage" kind of contact. I stayed unemotional so we didn't escalate. I listened so he knew I valued his input. I helped him to understand our position so he'd realize we weren't intentionally being neglectful, unfair or malicious. I offered him hope so he could go on with his visit in a more positive way. By putting a kind human face on the NPS, hopefully I prevented any animosity, and perhaps even kept his mind open to the positive value of this agency. Although this contact stayed primarily at the information and customer service level, perhaps I helped ease his mind to the point where he could enjoy the rest of his visit and maybe even read a wayside exhibit or attend a program that would offer interpretive opportunities.

**Name:** Carol Tepper

**Log Entry #:** 6

**Park/Site:** Grand Canyon National Park

**Location/Setting:** Pima Point – quiet overlook, summer day

**Audience:** Older European female

**How was the interaction initiated?** *(For example: visitor question; you initiated the contact; spontaneous circumstances; other)* The woman approached me to tell me she'd lost her husband, and asked if I could help her.

**Time Constraints, if any:** I had to get back to the V.C. for a shift

**Special Circumstances, if present:** I was just ending a guided walk

**What were the initial audience needs?** *(orientation, information, interpretation, other)*  
Assistance/Comfort: The woman needed to find her husband, who had been separated from her for some time. She needed assurance that he wasn't in danger.

**What evidence from them suggested this?** *(visual cues, questions, comments, etc.)*  
She had been hanging out at Pima Point awaiting his return and would not be able to continue her touring without him. She appeared worried because her face was drawn and she was looking around earnestly as if searching.

**What response options were available to you?**

1. Tell her, "Oh, I'm sure he's fine. You'll eventually find him."
2. Say, "Sorry, we can't go searching after every person who's gotten separated."
3. Get more info and initiate a short-term, small-scale search if possible.
4. Contact dispatch and ask them to call out a search party.

**Did resource protection concerns affect your decision?** No.

**What park references or documents supported the option you chose?** *(For example: policies, procedures, research material)* Park standard operating procedures.

**How did you provide for the initial visitor needs?**

I chose response #3, because she seemed nearly frantic and yet her husband, being healthy in body and mind, did not warrant a full search effort at this point.

**How did the visitor(s) respond?** *(visual cues, questions, comments, etc.)*

She calmed down and her whole body appeared to relax after I offered to help and assured her he was probably fine. She sat and waited while I drove to where he was last seen. When I returned, he had come along the trail and they had been reunited.

**If you chose to continue the contact at this point, why and how did you proceed?** *(Describe the remainder of the contact; use visual cues, questions, comments, etc., from visitors that prompted your decision path to continue or conclude the contact. Did you attempt to move the encounter toward interpretation or decide not to? How did audience cues inform your decision?)*

They were both laughing with relief, and yet they hadn't said anything to indicate that they would communicate better next time before they separated. I wanted to prevent them from having another such unpleasant park experience and to reduce the chance of the park having to search for the same man again, so I gently suggested to them both that in the future perhaps they should each tell the other where they are going and arrange a meeting place if they get separated, to save everyone future trouble. They said they would, and thanked me profusely for my help.

**Analyze and describe if, how, and why you think your responses provided opportunities for the audience to form their own intellectual and/or emotional connections with the meanings/significance of the resource.** *(Which intangible meanings/universal concepts did you attempt to introduce? How did you attempt to develop those meanings by selected interpretive techniques? How did you attempt to relate the meanings of the resource to the interests of the visitors? Do you feel that you provided opportunities for intellectual connections that tend to provoke discovery, insight, revelation, comparison, etc -- and/or opportunities for emotional connections that tend to evoke empathy, concern, awe, wonder, etc? How did the visitors respond?)*

This was merely a visitor assistance contact, and it would have been inappropriate to use their situation as an interpretive opportunity. However, they might have been separated a lot longer and wasted valuable touring time if I hadn't gotten her to wait at the point she last saw him. They would now be free to relax and read interpretive wayside exhibits if they desired, or perhaps purchase a book in their native language about the Grand Canyon.

**Name:** Carol Tepper

**Log Entry #:** 7

**Park/Site:** Grand Canyon National Park

**Location/Setting:** Along the Rim Trail - late afternoon

**Audience:** Elderly couple

**How was the interaction initiated?** *(For example: visitor question; you initiated the contact; spontaneous circumstances; other)* I initiated the contact by approaching them and saying, "Nice view, huh?" Then they said, "Yes, but it seems a lot more hazy than when we first visited in the 50's. Is that pollution?"

**Time Constraints, if any:** None

**Special Circumstances, if present:** None

**What were the *initial* audience needs?** *(orientation, information, interpretation, other)*  
Information: The couple was curious to know why the Canyon was hazier than they remembered. I think they also wanted to set themselves apart from the average visitor who had only been there once. Perhaps they wanted recognition for being experienced, concerned visitors who notice changes.

**What evidence from them suggested this?** *(visual cues, questions, comments, etc.)*  
They asked me about the haze and then stood quietly awaiting my response.

**What response options were available to you?**

1. Agree that it's definitely changed since their last visit.
2. Say that it's no different than it was – they just remember it wrong.
3. Say it might be hazier, and briefly explain the causes of haze, what the park is doing about it, and how they can help.

**Did resource protection concerns affect your decision?** No.

**What park references or documents supported the option you chose?** *(For example: policies, procedures, research material)* Park air quality publications and wayside exhibits; park policy statements.

**How did you provide for the initial visitor needs?**

I chose response #3, because I really couldn't say what it was like for sure during their first visit, but knew of evidence of haze worsening. I could meet their needs by telling them what was possibly causing the haze we saw, making them feel special for noticing. I told them that our air is some of the cleanest in the country for our health, but that the NPS also recognizes that vistas of beauty are also important to bring joy and inspiration to our lives. I hoped to provoke them by discussing how complicated it was to clean up the air, and giving them suggestions for how to help.

**How did the visitor(s) respond?** *(visual cues, questions, comments, etc.)*

They raised their eyebrows in interest and nodded their heads vigorously and said, "Oh yes" and "I see" and "Wow, how interesting!"

**If you chose to continue the contact at this point, why and how did you proceed?** *(Describe the remainder of the contact; use visual cues, questions, comments, etc., from visitors that prompted your decision path to continue or conclude the contact. Did you attempt to move the encounter toward interpretation or decide not to? How did audience cues inform your decision?)*

Because they had remarked that the topic was interesting and remained with me and looked at me as if to wait for more, I asked if they had heard about our plans to reduce emissions through a public transportation system, and if they would support that here and at home. They said yes. This used provocation to show them that if they see a problem, they can be part of the solution.

**If you decided it was appropriate to move the encounter toward interpretation, then...**

**Analyze and describe if, how, and why you think your responses provided opportunities for the audience to form their own intellectual and/or emotional connections with the meanings/significance of the resource.** *(Which intangible meanings/universal concepts did you attempt to introduce? How did you attempt to develop those meanings by selected interpretive techniques? How did you attempt to relate the meanings of the resource to the interests of the visitors? Do you feel that you provided opportunities for intellectual connections that tend to provoke discovery, insight, revelation, comparison, etc -- and/or opportunities for emotional connections that tend to evoke empathy, concern, awe, wonder, etc? How did the visitors respond?)*

I attempted to provide an opportunity for the couple to connect intellectually to the meanings inherent in the resource of clean air (beauty and health) by explaining the importance of it to our lives, thus perhaps provoking revelation and increased understanding.

**Name:** Carol Tepper

**Log Entry #:** 8

**Park/Site:** Grand Canyon National Park

**Location/Setting:** On rim of canyon

**Audience:** Family (mom, dad, two kids aged approximately 12 and 8)

**How was the interaction initiated?** *(For example: visitor question; you initiated the contact; spontaneous circumstances; other)* I was passing by when the mom said that her older child had a question. The child asked, "Does anyone live in the Grand Canyon?"

**Time Constraints, if any:** None.

**Special Circumstances, if present:** None.

**What were the initial audience needs?** *(orientation, information, interpretation, other)*  
Information.

**What evidence from them suggested this?** *(visual cues, questions, comments, etc.)*  
The child asked me a direct question.

**What response options were available to you?**

1. Say that yes, the Havasupai Indians live in the canyon, as well as a few rangers.
2. Point out the Indian Gardens campground below and say that today park rangers live there to help overnight hikers, but it used to be home to a group of Havasupai Indians. If they seem interested, discuss what it would have been like to live in the canyon.

**Did resource protection concerns affect your decision?** No.

**What park references or documents supported the option you chose?** *(For example: policies, procedures, research material)* Books on the Havasupai culture, personal interviews with descendants of the residents of Indian Gardens, historical documents referencing the forced removal of the canyon residents.

**How did you provide for the initial visitor needs?**

I chose response #2, because response #1 was too brief and had no intangible meaning or relevance attached to it. I showed them the gardens and briefly explained its history, including the forced relocation of the native people. I further explained that it is but one site where people lived in the canyon and that in fact some people still do call the inner canyon home.

**How did the visitor(s) respond?** *(visual cues, questions, comments, etc.)*

The child appeared too shy to respond, but the mom asked, "How do they survive down there?"

**If you chose to continue the contact at this point, why and how did you proceed?** *(Describe the remainder of the contact; use visual cues, questions, comments, etc., from visitors that prompted your decision path to continue or conclude the contact. Did you attempt to move the encounter toward interpretation or decide not to? How did audience cues inform your decision?)*

I was asked a follow-up question that involved a fairly extensive answer. That, plus their open body language, indicated their genuine curiosity, so I went on. I said the Havasupai had lived in the canyon for hundreds of years, and thus knew the land very well, and lived with the rhythms of the



seasons, in harmony with their surroundings. They hunted, gathered and farmed for food, they got water from the side streams, and they built simple shelters out of the wood and brush around the streams. I explained that they considered themselves the guardians of the canyon, perhaps because they wanted to protect the home that their lives depended upon. I told the story of how the people of Indian Gardens did not want to abandon their pretty little community and lose all the investments they had made on the land to relocate to a reservation that was unfamiliar and too small for them. I asked the children, "Do you love your home and your hometown?" They said yes. I asked, "How would you feel if someone told your family that you had to leave your neighborhood forever and be moved to a restricted area?" They said sad and angry. I said, yes, it must have been hard on the children of Indian Garden to move, too. The people struggled to stay, but were eventually forced to leave this area. But today they have a beautiful, bountiful side canyon with three turquoise waterfalls that people pay to visit, so they are doing OK. I asked them if they would like to live in the canyon. They said they didn't know. I suggested it would probably be a beautiful and inspiring place to live, but also a fairly harsh one compared to the modern places we live today. There are no grocery stores in the canyon, I joked. They laughed and agreed. I paused a moment to see if they had further questions, and since they had none, I told them that they could learn more by attending the program that our Havasupai cultural interpreter presents on certain days, wished them a good visit and we said "so long."

**If you decided it was appropriate to move the encounter toward interpretation, then...**

**Analyze and describe if, how, and why you think your responses provided *opportunities* for the audience to form their own intellectual and/or emotional connections with the meanings/significance of the resource.** *(Which intangible meanings/universal concepts did you attempt to introduce? How did you attempt to develop those meanings by selected interpretive techniques? How did you attempt to relate the meanings of the resource to the interests of the visitors? Do you feel that you provided opportunities for intellectual connections that tend to provoke discovery, insight, revelation, comparison, etc -- and/or opportunities for emotional connections that tend to evoke empathy, concern, awe, wonder, etc? How did the visitors respond?)*

By linking the tangible canyon with the universal concepts of home and loss through the methods of questioning, description, and story, I attempted to provoke feelings of awe and affection for the canyon and its people, and sorrow for the people's loss. I think this response moved the family closer to an emotional connection to one meaning of the resource. The evidence for their connection was when the children said they would feel sad and angry to lose their home.